

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter discusses relevant theories and literature related to research, consisting of three points: The first point describes about Teaching English, Quantum Teaching and TANDUR system in Quantum Teaching. The second point discusses the review of previous studies, and the last point discusses the theoretical framework.

A. Theoretical Description

This theoretical review will discuss the theories used in the research. These theories are: (1) Implementation, (2) Teaching English, (3) Teaching Speaking and Listening, (4) Quantum Teaching, and (5) TANDUR system in Quantum Teaching.

1. Implementation

Implementation comes from English as "to implement" which means "mengimplementasikan".¹ There are various opinions of experts and academics who put forward the meaning of implementation. Nurdin Usman stated that implementation is the activity, execution, or work of a person from a carefully structured plan to achieve the objectives of the planning carried out.²

According to Guntur Setiawan, implementation is the process of implementing ideas in the hope that others will accept them and make adjustments to create an achievable goal.³ According to Widodo, implementation means providing the means to implement a policy and can have an impact or effect on something.⁴

Based on the various opinions of these experts, the researcher conclude that implementation is a process of action that is prepared according to plans related to policies that will be applied in an activity and carried out to achieve the objectives of the planning. The stages of implementation are as follows:

¹ Peter Salim, *Advanced English-Indonesian Dictionary*, (Jakarta: Modern English Press, 2002), 417.

²Nurdin Usman, *Konteks Implementasi Berbasis Kurikulum*, (Jakarta: Grasindo, 2002), 70.

³Guntur Setiawan, *Impelemtasi dalam Birokrasi Pembangunan*, (Jakarta: Balai Pustaka, 2004), 39.

⁴ Widodo Budiharto, *Teori dan Implementasi*, (Yogyakarta: Penerbit Andi, 2014), 10.

- a. Planning
Planning is the process of establishing a method or topic to achieve a goal. The planning stage aims to develop the implementation objectives to be achieved.
- b. Practice
Practice aims to carry out the plans that have been prepared.
- c. Evaluation
Evaluation aims to find out or assess whether the learning implemented is in accordance with the objectives achieved or not.⁵

2. English Teaching

Teaching, learning and education are related concepts and are not different. Even if there are differences, education has a wider scope that includes learning and teaching. Teaching is part of learning. Teaching, learning, and education are interrelated. Education will achieve its goals if learning goes with the right teaching. On the other hand, education will not achieve its goals if learning is not run with inappropriate teaching.⁶

a. Definition of Teaching English

Teaching English is a teaching with an interactive process that involves interactions in the classroom that occur between teachers and students in English lessons. English teaching can take place anywhere, both in foreign schools and domestic schools. English teachers can be native speakers or non-native speakers of English.⁷ English teaching plays an important role for students who are learning English as a foreign language.⁸ Apart from being a foreign language, English is also a second language. In some countries, English is the only or dominant language.⁹

⁵ Oemar Hamalik, *Dasar-Dasar Pengembangan Kurikulum* (Bandung: Remaja Rosdakarya, 2011), 248-251

⁶ Agus Nur Cahyo, *Panduan Aplikasi Teori-Teori Mengajar* (Jogjakarta: Diva Press, 2013), 3-4

⁷ Isola Rajagopalan, "Concept of Teaching," *International Journal of Education* 7, no. 2 (2019): 5, <https://files.eric.ed.gov/fulltext/EJ1245288.pdf>

⁸ Suthee Khamkaew, "The Intergration of Grammar Translation Method and Individualized Instruction Method in Teaching English for Grade 12 Students," *International Journal of English Language Teaching* 10, no. 1 (2022): 3, <https://doi.org/10.37745/ijelt.13/vol10.no1pp.1-12>

⁹ Chusnu Syarif Diah Kusuma, "Integrasi Bahasa Inggris dalam Proses Pembelajaran," *Jurnal Efisiensi* 17, no. (2018): 3

b. Teaching Characteristic

The teaching characteristics are as follows:

- 1) Teaching is an effective interaction between teacher and student.
- 2) Teaching based on skills.
- 3) Teaching must be planned. The teacher must decide on objectives, methods, teaching techniques, and assessment.
- 4) Teaching is advice, not dictation.
- 5) Teaching provides guidance and encouragement to students.
- 6) Teaching is a cooperative activity, in learning the teacher must involve students.
- 7) Teaching is a professional activity that helps achieve development for students.¹⁰

c. The Purpose of Teaching English

Teaching English if you don't set goals will be in vain. Teachers cannot evaluate student results. There are four specific goals in teaching English:

- 1) To understand spoken English
Students must have the ability to understand spoken English. Such as conversations, debates, dramas at school and others.
- 2) To speak English
Speaking English is easier than reading and writing English. At this stage, it is very necessary to communicate with people who speak English. This goal is important because the ability to speak English is needed when communicating with foreigners.
- 3) To understand written English
It is very important for students to have access to the latest information.
- 4) To write English
Writing is no less important than reading and speaking. English writing is needed everywhere. So students have to write English correctly.¹¹

¹⁰ Isola Rajagopalan, "Concept of Teaching," *International Journal of Education* 7, No. 2, (2019): 6-7, <https://files.eric.ed.gov/fulltext/EJ1245288.pdf>

¹¹ Saket Raman Tiwari, *Teaching of English* (New Delhi: APH Publishing, 2010), 16-17

3. Teaching Speaking and Listening

a. Speaking

1) Definition of Speaking

Speaking English is widely used to communicate well in the world.¹² An important skill to develop and improve as the most effective communication tool is called speaking skill.¹³ It is a productive skill in which a speaker generates and uses language by expressing a series of ideas or messages. An interactive process that involves the production, reception, and processing of information is called speaking. In the process of speaking, a person tries to communicate with others and convey his message. So that communication requires a minimum of two people. A speaker produces the message and a listener will receive the message.¹⁴

Teaching speaking is very important in learning a second language. The ability to communicate in a second language contributes to students' interests at school and in later phases of life. Therefore, English teachers pay special attention to teaching speaking.¹⁵ The purpose of teaching speaking is to improve students' oral production.¹⁶

¹² Parupalli Srinivas Rao, "The Importance of Speaking Skills in English Classrooms," *Alford Council of International English and Literature Journal (ACIELJ)* 2, no. 2 (2019): 11, accessed on June 23, 2022, https://www.researchgate.net/publication/334283040_THE_IMPORTANCE_OF_SPEAKING_SKILLS_IN_ENGLISH_CLASSROOMS

¹³ Lai Mei Long and Seyedeh Masoumeh Ahmadi, "An Analysis of Factors Influencing Learners' English Speaking Skill," *International Journal of Research in English Education* 1, no. 2 (2017): 34, accessed on June 23, 2022, <https://ijreeonline.com/article-1-38-en.pdf>.

¹⁴ Anwar Rahman and Rafista Deviyanti, "The Correlation between Students' Motivation and Their English Speaking Ability." *ESAI* 6, no. 1 (2012): 19, accessed on June 24, 2022, <https://doi.org/10.25181/esai.v6i1.1015>.

¹⁵ Haenuddin and Mansur Akil Iskandar, "Using Elicitation Technique in Teaching Speaking Skill," accessed on June 24, 2022. http://eprints.unm.ac.id/9907/1/article%20haenuddin_2.pdf

¹⁶ Khaira and Sofyan Iskandar, "Teacher's Strategies in Teaching Speaking for Cadets." *English Education Journal (EEJ)* 10, no. 1 (2019): 83, accessed on June 24, 2022, <http://e-repository.unsyiah.ac.id/EEJ/article/download/13258/10128>

2) Components of Speaking

According to Jill, there are five components of language that are used to influence speaking skills. These components to complete speaking skills, namely:

a) Pronunciation

Pronunciation can help students in understanding when they are listening to the language and also helps them produce accurate language. Students do not need to speak perfect English which is important that the other person they are talking to can understand. This means that those who are spoken to if they cannot understand will misunderstand. Language users must know how to pronounce a word well. In pronunciation, there are three bits of knowledge, namely sound, stress, and intonation.

b) Grammar

Grammar is very useful for students to be able to speak with correct sentences. Grammar is the study of the rules that govern the use of language. Someone who knows the language will know how to arrange words into a sentence, can use the correct tenses, and so on. So grammar is one of the components to make a good sentence.

c) Vocabulary

Vocabulary is in dialogue and other readings. If we master the vocabulary it will help us to be good speakers and listeners, because if we master the vocabulary we can construct sentences well. Vocabulary is also very important for speakers because speakers who have a lot of vocabulary will be fluent in speaking. In addition, it is also very important for listeners. If the listener has a lot of vocabulary, he will understand what the speaker is saying.

d) Fluency

Fluency is the ability to speak accurately. If we speak fluently, the listener will understand the speaker if the grammatical arrangement is correct. So we must have grammar and fluency in speaking.

e) Comprehension.

In learning, the teacher must speak clearly so that students can understand what is being said.

Comprehension is very important for us because understanding is the ability that helps us to avoid misunderstanding between speaker and listener.¹⁷

3) Types of Speaking

According to Brown, there are five types of speaking, such as:

a) Imitative

Imitation is the ability to imitate a word, phrase, or sentence. This type of speaking is used to assess oral production like parrots that speak audibly.

b) Intensive

Intensive is a type of speech that evaluates the context of production in grammatical, phrasal, lexical, and phonological terms.

c) Responsive

This type evaluates interactions such as paraphrasing questions and answers, giving directions, and speaking English tests.

d) Interactive

This type understands work that takes a long time, such as interviews, discussions, and role-playing. At the same time, those that require less time are speeches and detailed explanations.

e) Extensive

This type of speaking involves complex and relatively extended speaking in this type of only one person speaking, such as presentations and retelling of stories.¹⁸

b. Listening

1) Definition of Listening

Listening is a part of communication, and people are involved in a variety of listening situations in everyday life. By listening, we pay attention to what the other person is saying and try to understand what it means.

¹⁷ Jill Hadfield and Charles Hadfield, *Introduction to Teaching English* (New York: Oxford University Press, 2008), accessed on June 24, 2022, <https://pdfcoffee.com/introduction-to-teaching-englishhadfieldpdf-pdf>.

¹⁸ H. Douglas Brown, *Language Assessment: Principles and Classroom Practices* (New York: Longman, 2007), http://thuvien.thanglong.edu.vn:8080/dspace/bitstream/TLU-123456789/1676/1/TVS.000993%20Language%20Assessment%20Principle%20and%20Classroom%20Practice_1.pdf

According to Yildirm, scientific listening has many definitions. She states that listening plays an important role in both everyday life and academic contexts, as it is important for people to maintain effective communication and increase communication and awareness.¹⁹

So listening is the first communication skill we do when we were born. Listening is also called a passive skill. Having the wrong idea because listening demands active from the listener. Listening is not only in everyday life but also in classroom settings. People think that being able to write and speak a second language means they know the language. However, if they do not have efficient listening skills, they cannot communicate effectively.²⁰

Teaching listening is not considered a skill that requires a lot of attention to teaching. Because listening is not like talking. This assumption arises because it is believed that listening will develop naturally from speaking. Then the assumption ends after listening more and more attention and also believing one of the skills taught will be more active and effective in the classroom.²¹

1) Process of Listening

According to Bebita, there are four processes in listening, namely:

¹⁹ Selin Yildirm, "The Importance of Listening in Language Learning and Listening Comprehension Problems Experienced by Language Learners" 16, no.4 (2016): 20, accessed on June 24, 2022, <https://dergipark.org.tr/tr/download/article-file/291967>.

²⁰ Michael W. Purdy, "Listening: The "Lost" Communication Skill," ACA, https://www.google.co.id/url?q=https://www.academia.edu/5612011/Listening_The_lost_communication_skill&sa=U&ved=2ahUKEwjB662MpcX4AhV5SWwGHW4zD3kQFnoECAsQAg&usg=AOvVaw2Muy8BObktjgOkYKuM7Ykz.

²¹ John Flowerde and Lindsay Miler, *Second Language Listening: Theory and Practice*, (New York: Cambridge University Press, 2005), https://www.google.co.id/url?q=https://www.academia.edu/479889/Second_Language_Listening_Theory_and_practice&sa=U&ved=2ahUKEwimzIfpsX4AhX24XMBHRWuDgWQFnoECAQQAQAg&usg=AOvVaw0ybgRASHj6qQGnkgKBtwam.

- a) Hearing
Hearing refers to the reaction triggered by the stimulation of the sensory receptors in the ear by sound waves. This is a physical reaction. Hearing is the perception of sound waves. You need to hear, but you don't need to hear (you need perception to hear, depending on your attention). The brain filters and focuses attention on very few stimuli. This selective perception is known as attention. This is an essential requirement for effective listening.
- b) Understanding
The meaning of understanding is the symbol we see. I heard that we should analyze the meaning of the stimulus we perceive. Symbolic Stimulation is not only words but also sounds with symbolic meaning. Successful interpersonal communication requires the listener to understand the meaning and intended context of the sender.
- c) Remember
Remembering means that an individual not only receives and interprets a message, but also adds it to the memory store. Listening is selective, and so is our memory. What is remembered may be quite different from what was initially seen or heard.
- d) Evaluate
At this point, the listener actively weighs the evidence, sorts fact from opinion, and determines whether there is bias or prejudice in a message. That effective listener ensures that he doesn't start this activity too soon starting this stage of the process before the message finishes requires that we no longer hear and pay attention to the incoming message as a result.²²

²² Babita Tyagi, "Listening: An Important Skill and Its Various Aspects," *An Interntional Journal in English* 12, (2013): 2-3, accessed on June 24, 2022, <https://the-criterion.com/V4/n1/Babita.pdf>

4. Quantum Teaching

a. Definition of Quantum Teaching Method

Quantum Teaching is used by a teacher in learning. Staring at the efforts of Georgi Lazanov, an educator from Bulgaria. Quantum Teaching started at the SuperCamp which opened in 1982. SuperCamp is an educational institution that prioritizes academic and personal skills. Quantum Teaching started with a SuperCamp for children aged 9 to 24 years who settled in that place for 12 days. They are given ways to take notes, speed read, write, communicate, and build relationships. The success of the SuperCamp teaching method invites teachers from various schools to train teachers in using the method. Specifically, in teacher training, this has turned into Quantum Teaching which is now used by many teachers with superior results. SuperCamp results showed 68% increase in motivation, 73% increase in grades, 81% increase in self-confidence, 84% increase in self-esteem, 98% continued use of skills. With the SuperCamp or Quantum Teaching, it has succeeded in increasing the potential of students, increasing motivation and self-confidence.²³

According to Mahfud, based on the concept of quantum physics means the interaction that converts energy into light. This concept equation is likened to the formula $E = mc^2$.

E = energy, which means enthusiasm and effectiveness in teaching and learning.

m = mass, which means everyone is involved.

C = interaction or relationship in class²⁴

So, Quantum Teaching means teaching that can change a pleasant learning atmosphere and turn students' abilities and talents into a light that will benefit themselves and others.

DePorter et al stated that Quantum Teaching is to change the learning situation into a more lively one with all its nuances. Classroom interactions and frameworks for

²³ Bobbi DePorter, Mark Reardon, and Sarah Singer Nourie, *Quantum Teaching: Mempraktikkan Quantum Learning Di Ruang-Ruang Kelas* (Bandung: Kaifa, 2010), 4.

²⁴ Asep Mahfudz, *Smart Ways to Educate Fun: Based on Super Quantum Teaching* (Bandung: Simbiosis Reka-tama Media), 57.

learning.²⁵ Quantum Teaching is an innovation that links learning to students and is very effective because the learning model can significantly improve learning achievement.²⁶ Fun learning involves interaction and communication.²⁷ Interaction in quantum teaching is needed to create fun learning. And this is where the quantum method is used because this method uses learning where teachers and students interact with each other.²⁸ Interaction is something that affects student success. These interactions change the potential of students and benefit others and themselves.

b. The Main Principles of Quantum Teaching

DePorter et al has stated that the main principle of Quantum Teaching is concept-oriented: Bring their world into our world, and deliver our world to their world.²⁹ This means that teachers must be able to bridge between the worlds of teacher and student. By bringing the world of students to the world of teachers and delivering the world of teachers to the world of students. Entering the world of students so that teachers get permission to lead, guide, and facilitate learning in teaching. By linking what the teacher teaches with an event, thought, or feeling that the teacher obtains from the world of students. Once that connection is established, the teacher can bring the student's world to both worlds. And give students an understanding of the contents of the world. In the contents of this world, the teacher provides an understanding of the lessons learned and will be delivered. This is where the new vocabulary, formulas, and more are given.

The main principle means that in teaching teachers must grow authentic bridges to enter the world of students. Because in quantum teaching, learning all students are

²⁵ Bobbi DePorter, Mark Reardon, and Sarah Singer Nourie, *Quantum Teaching: Mempraktikkan Quantum Learning Di Ruang-Ruang Kelas* (Bandung: Kaifa, 2010), 3.

²⁶ Nandang Kokasih and Dede Sumarna, *Pembelajaran Quantum dan Optimalisasi Kecerdasan* (Bandung: Alfabeta, 2015), 23.

²⁷ Yatim Riyanto, *Implmentasi Pembelajaran yang Efektif dan Berkualitas* (Jakarta: Prenada Media, 2014), 12.

²⁸ Miftahul A'la, *Quantum Teaching* (Jogjakarta: Diva Press, 2011), 26.

²⁹ Bobbi DePorter, Mark Reardon, and Sarah Singer Nourie, *Quantum Teaching: Mempraktikkan Quantum Learning Di Ruang-Ruang Kelas* (Bandung: Kaifa, 2010), 7-8

involved in all aspects, namely thoughts, feelings and body language. Therefore, in teaching teachers must really understand the conditions and abilities of students. So the teacher must enter the student world first. With this, the teacher can lead and facilitate the journey to knowledge. The trick is to associate an event from anywhere. Once the connection is established, the teacher can bring students into the teacher's world and provide an understanding of that world. In this world the teacher can introduce vocabulary, new formulas and so on. After exploring relationships and interactions. Teachers and students gain new understanding and "Our World" is expanded to include not only students but teachers as well. Finally, with a more in-depth explanation, students can understand what they are learning in their world and use it in new situations.³⁰

c. **The Principles of Quantum Teaching**

Quantum Teaching has five principles related to the main principles. The principles are: (1) Everything Talks (2) Everything is on Purpose (3) Experience Before Label (4) Acknowledge Every Effort (5) If It's Worth Learning, It's Worth Celebrating.³¹

(1) Everything Talks

Everything from the classroom environment to the teacher's body language. The teacher who divides the paper so that the design is planned. The teacher sends messages about learning to students. It means that when the learning process runs, everything around it speaks, from the environment to body language that conveys messages about learning.

(2) Everything is on Purpose

Everything that happens in learning has a clear and controlled purpose. This means that everything the teacher does in the learning process has a purpose for the students.

³⁰ Siti Rauhillah, "Increasing Student's Learning Interest Through Application Principles of Quantum Teaching." 1 no.1 (2016): 52-53, <https://jurnal.iainpancor.ac.id/index.php/article/download/127/55/660>

³¹ Erlidawati, "Quantum Teaching in Learning Reading Comprehension," *Itqan* 7, no. 1 (2016): 46, <https://ejurnal.iainhokseumawe.ac.id/index.php/itqan/article/download/114/72>

- (3) Experience Before Label
Good learning is if students have obtained information related to what they are learning before getting a name for what they are learning. This means that students are encouraged to seek as much information as possible, information about the material to be taught in class.
- (4) Acknowledge Every Effort
All learning efforts that have been made by students must receive recognition from teachers and other students. Even though one of the students must be rewarded because learning is effort contain risk. This means that when students are active in the learning process, admit their efforts. It can make him more confident in his abilities and have the enthusiasm to learn in the future. The teacher must appreciate the student's effort, no matter how small it is.
- (5) If It's Worth Learning, It's Worth Celebrating
Celebrations are also called to give awards to students who take part in the learning process. The learning process is expected to provide feedback and motivation for students to increase their enthusiasm for learning. This means that celebrations in the form of giving praise or other actions such as clapping will make students feel that their efforts are appreciated.

d. The Advantages and Disadvantages of Quantum Teaching

Each method of learning has advantages and disadvantages, as well as the quantum teaching method which has advantages and disadvantages as follows:

- (1) Advantages of Quantum Teaching
 - a) Always centered on what makes sense to students
 - b) Develop and generate enthusiastic student
 - c) Cooperate with each other
 - d) Create behavior and attitudes of self-confidence
 - e) Learning is fun
 - f) Existence freedom of experience
- (2) Disadvantages of Quantum Teaching
 - (a) Requires careful preparation for teacher and supportive environment
 - (b) Require adequate facilities
 - (c) This model is mostly carried out abroad so it's not enough adapt to life in Indonesia

(d) Less able to control students³²

5. TANDUR System in Quantum Teaching

The TANDUR system in the learning model applied by the teacher to help students increase their enthusiasm for learning and overcome difficulties in learning. According to DePorter et al, TANDUR is short of *Tumbuhkan* (Grow), *Alami* (Experience), *Namai* (Label), *Demonstrasi* (Demonstrate), *Ulangi* (Review), and *Rayakan* (Celebrate)³³. Meaning as follows:

a. Grow

A teacher must know the students' interest in following the lesson. With the teacher knowing the interests of students will facilitate the learning process and run smoothly. Teachers must be able to motivate students to be interested in learning. The success of the learning and teaching process is influenced by students' learning motivation. Motivating students in learning will provide enthusiasm and learning becomes directed for students. Building intrinsic motivation in students will be better than extrinsic motivation. By students' intrinsic motivation to learn because of the sincerity of their hearts, the positive results of learning efforts that will shown. However, extrinsic motivation also determines the interest of students in learning. When students have a desire to learn, but the extrinsic factors do not support, the student will lose his spirits. Both intrinsic and extrinsic factors can determine the success of students in the learning process. Motivation is an energy change within the person characterized by effective appraisal and anticipatory goal reaction. Motivation will push, move and direct students to learn. Students who have a high learning motivation will do activities in acquiring knowledge. Motivation will arouse the interest of students to learn.³⁴ At this stage the teacher gives questions or pictures related to the material to be taught.

³² Wiwin Suryanti and Tri Nova Hasti Yunianta, "Application of Quantum Teaching Learning Model for Improving Learning Results," *JMP* 2, no. 1 (2018): 150, <https://e-JMP.com/index.php/article/download/251/106/>

³³ Bobbi DePorter, Mark Reardon, and Sarah Singer Nourie, *Quantum Teaching: Mempraktikkan Quantum Learning Di Ruang-Ruang Kelas* (Bandung: Kaifa, 2010), 128

³⁴ Amna Emda, "Kedudukan Motivasi Belajar Siswa dalam Pembelajaran," *Lantanida Journal* 5, no. 5 (2017): 172

b. Experience

Providing new experiences or new things is the best thing before learning continues to a further stage. With direct experience in learning, of course, students will find it easier to participate in learning because students are invited to know firsthand the processes and events during the experience given which makes students' curiosity grow and is motivated to learn about it. In other words students are led to be able to experience directly and cultivate a sense of the need to know what is being studied.³⁵ At this stage the teacher applies several actions such as telling experiences or events that have been seen by students in everyday life. The teacher is expected to be able to tell experiences or events related to the material. In that way, students will also connect the material with experiences that can make students quickly understand the material.

c. Label

Provide keywords or concepts, formulas, other strategies and methods. Naming or Label is also useful in identifying, strengthening, and defining. Naming was built on the knowledge and curiosity of students at that time.³⁶ If the teacher taught must use words that are understood by students. Use strategies and explain concepts clearly that are easy to follow. The goal is to make it easier for students to learn the material.

d. Demonstrate

Provide opportunities for students to "demonstrate that they know".³⁷ The essence of the demonstration system is to give students the opportunity to show that students know. This also gives students the opportunity to show their level of understanding of the material being studied.³⁸ For example,

³⁵ Moh. Faisol Muttaqin, Sulton, and Zainul Abidin, "Penerapan Model Quantum Teaching Terhadap Peningkatan Penguasaan Konsep Materi Keberagaman Budaya Bangsaaku Kelas IV SD," *JKTP* 1, no. 3 (2018): 251

³⁶ Agus Supramono, "Pengaruh Model Pembelajaran Quantum Teaching Terhadap Hasil Belajar Siswa IPA Siswa Kelas III SD YPS Lawewu Kecamatan Nuha Kabupaten Luwu Timur," *JNP* 4, no. 2 (2016): 81

³⁷ Bobbi DePorter, Mark Reardon, and Sarah Singer Nourie, *Quantum Teaching: Mempraktikkan Quantum Learning Di Ruang-Ruang Kelas* (Bandung: Kaifa, 2010), 40

³⁸ Noberta, Muhammad Asrori, and Aswandi, "Pengembangan Model Quantum Teaching pada Pembelajaran Tematik di Kelas III Sekolah Dasar", 5

the teacher asks students to come forward to explain their argument.

e. Review

Review means that the repetition process in learning activities can strengthening neural connections and fostering a sense of knowing or being sure of student ability. The more often the repetition is done, the knowledge will be getting deeper. Repetition must be done in multi modality and multi intelligence.³⁹ The teacher reviews or explains again in a shorter way. But will make students understand more about what the material is being taught.

f. Celebrate

Holding celebrations for students will trigger and motivate students to continue working with a full sense of responsibility that grows in every learning process. The celebration will teach students about learning motivation, success and steps to success. Praise and celebrations obtained will encourage students to remain enthusiastic in the process.⁴⁰ At this stage the teacher gives rewards for the efforts or tasks that have been completed by students, in the form of praise or applause to make students feel appreciated and will make students more enthusiastic about learning in the future.

B. Review of Previous Study

In conducting this research, the researcher reads several studies on teaching English by applying the quantum teaching method and problems in using the quantum teaching method. This study requires some previous studies as theoretical considerations. The researcher would like to present a summary of previous studies to briefly explain the concept.

Table 2. 1 Previous Study

Name	Title	Research Result	Similarities	Differences
Lenny Zaroha, Firman	The Effect of Using Quantum	Teaching using quantum	Using fun learning methods to	This study uses a quasi-experimental

³⁹ Wena, *Strategi Pembelajaran Inovatif Kontemporer* (Jakarta: Bumi Aksara): 161

⁴⁰ Moh. Faisol Muttaqin, Sulton, and Zainul Abidin, “Penerapan Model Quantum Teaching Terhadap Peningkatan Penguasaan Konsep Materi Keberagaman Budaya Bangsaaku Kelas IV SD,” *JKTP* 1, no. 3 (2018): 252

and Dedsyandri	Teaching and Motivation in Learning Toward Student Achievement	teaching shows that student learning outcomes are better than conventional methods. Low-motivated students become more motivated to learn.	keep students active and "label" activities helps students remember what they are learning.	design with a 2x2 factorial design. ⁴¹
Annasari Siregar	Application of Quantum Teaching Learning Model as an Effort to Improve Student Learning Outcomes	Find the average results from the initial data of students to the data of students who achieve mastery learning.	Using the Tandur strategy (grow, experience, label, demonstrate, repeat, celebrate) where students are involved and active.	This research uses classroom action research and the instruments used are learning outcomes tests. ⁴²
Linziyatul Maula	Model Pengajaran Bahasa Arab	Teaching model from the point of	Using quantum teaching for	This research uses library research. ⁴³

⁴¹ Lenny Zaroha, Firman, and Desyandri, "The Effect of Using Quantum Teaching and Motivation in Learning Toward Students Achievement," *Jurnal Aplikasi IPTEK* 2, no. 4 (2018): 14–20, <https://doi.org/https://doi.org/10.24036/4.32143>.

⁴² Annasari Siregar, "Application of Quantum Teaching Learning Model as an Effort to Improve Student Learning Outcomes," *Jurnal PAJAR* 4, no. 5 (2020): 994-998, <http://dx.doi.org/10.33578/pjr.v4i5.8134>.

⁴³ Linziyatul Maula, "Model Pengajaran Bahasa Arab dengan Pendekatan Quantum Teaching" (thesis, Universitas Islam Negeri Sunan Kalijaga, 2008), 29-31.

	dengan Pendekatan Quantum Teaching	view of context, atmosphere, foundation, and dynamic teaching design.	teaching Arabic to make the learning atmosphere comfortable and the students active.	
Gunarhadi, Mustapa Kassim and Abdull Sukor Shaari	The Impact of Quantum Teaching Strategy on Student Academic Achievements and Self-Esteem in Inclusive Schools.	Research results show the impact of the quantum teaching strategy in teaching Indonesian and science. Research shows that students master Indonesian more than science.	Using a quantum teaching strategy to develop students' potential through interaction.	This researcher used a quasi-experimental design by going through tests for presentations and questionnaires to obtain self-esteem data. ⁴⁴
Pinkan Ubro, Deane J. Wowor, and Nurmin Samola	Teaching Recount Text Through Quantum Teaching Strategy to Improve	Quantum teaching is an effective learning strategy to improve recount text	Using quantum teaching strategies to make students active and	Using pre-experimental pre-test and post-test designs. ⁴⁵

⁴⁴ Gunarhadi, Mustapa Kassim and Abdull Sukor Shaari, "The Impact of Quantum Teaching Strategy on Student Academic Achievements and Self-Esteem in Inclusive Schools," *Malaysian Journal of Learning and Instruction* 11, (2014): 191-205 <http://ejournal.uum.edu.my/index.php/mjli/article>.

⁴⁵ Pinkan Ubro, Deane J. Wowor and Nurmin Samola, "Teaching Recount Text Through Quantum Teaching Strategy to Improve Students' Writing Skill," *E-Clue Journal of English, Culture, Language, Literature, and Education* 8, no. 1 (2012): 1-10, <http://ejournalmapalusunima.ac.id/index.php/e-clue/article/view/1766>

	Students' Writing Skill.	writing skills.	enthusiastic in learning	
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C. Theoretical Framework

As explained above, teaching is a style of delivery to students in the classroom. In order for teaching to run effectively, it is necessary to use appropriate learning methods. The teacher uses the learning method as a strategy to deliver the material. In teaching there are several methods used by teachers. The teacher must be good at choosing the appropriate method for learning in the classroom so that students are interested. Before using the quantum teaching method with Tandur system, namely using discovery learning. When using discovery learning in learning only the teacher is active, the students are passive. Then implemented using the Tandur system, the result is that students become active and confident in learning. The researcher argues that teaching with a Tandur system can encourage students to be more active and confident in fun learning. Because Tandur system is not only centered on the teacher, students are directly involved during the learning process, because Tandur system prioritizes communication and interaction between teacher and students to achieve a conducive and effective learning atmosphere.

Based on this description, the theoretical framework in this study is as follows:

